DOCUMENT RESUME

ED 362 197 IR 016 353

AUTHOR Robinson, Rhonda S.; Driscoll, Marcy P.
TITLE Qualitative Research Methods Workshops: An Introduction, Definitions. Readings on Qualitative Research: An Annotated Bibliography.
PUB DATE Jan 93
NOTE 13p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
PUB TYPE Reference Materials - Bibliographies (131) -- Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Annotated Bibliographies; Case Studies; *Data Collection; Definitions; *Educational Research; *Educational Technology; Ethnography; Higher Education; Inquiry; Models; Narration; Naturalistic Observation; Phenomenology; *Qualitative Research; Researchers; *Research Methodology; Research Problems; Semiotics; Training; *Workshops
IDENTIFIERS Grounded Theory

ABSTRACT

The training of researchers in the educational technology field has continued in the traditional vein of the experimental paradigm. This document describes a workshop presented to balance that training and to prepare students to undertake research in a non-traditional way. The workshop aimed to acquaint students with non-causal naturalistic inquiry and its conduct. Workshop topics included background information; types of qualitative research (case study, ethnography, grounded theory/phenomenology, narrative inquiry, and semiotics and other approaches); topics for educational technology research; data gathering techniques (interview, observation, participant-observation, and literature review); and problems and concerns (analysis, reporting, validity, and reliability). A sheet of definitions in qualitative research is included, as is an annotated bibliography by Phyllis Baker of nine sources. (Contains 45 references.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 362 197

Title:

Qualitative Research Methods Workshop: An Introduction Definitions Readings on Qualitative Research: An Annotated Bibliography

Authors:

Rhonda S. Robinson
Marcy P. Driscoll

IR016353

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Michael Simonson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Qualitative Research Methods: An Introduction

Introduction

Emerging as a separate field in the 1940's, Educational Technology drew upon theory bases from psychology, learning, and perception. The field was derived primarily from behavioral and cognitive psychology, and consequently based its seminal research on strict experimental models appropriate to the early questions and hypotheses developed. Media was tested experimentally, and found (at the time) to be effective.

In the forty years of research that followed, the same experimental paradigm predominated. New media were tested against old, characteristics of learners and specific media were compared, and relationships between learners and media were explored, all using various accepted experimental designs.

More recently, the field has broadened its definition to include instructional design, media analysis, and learner attitudes among other topics. Researchers are asking a variety of new questions, many of which would be difficult to examine using traditional experimental methods.

Background and Rationale

Currently, most of the published scholarship in educational technology has been based upon experimental and descriptive studies. The leading researchers, those who train future scholars in research methods, have only recently begun to accept a full range of research methodologies for educational technology. Consequently, educational technology journals publish few studies based upon non-experimental designs. Since reports of alternate methodologies are few, researchers in educational technology have only the models of research reports in other fields to assist them in research design and reporting.

The experimental "bias" in educational technology has been questioned by many researchers seeking to expand the areas of scholarship in the field. Becker (1977) recommended alternate methodologies to approaching educational technology research. Cochrane, et al. (1980) suggested that researchers base new areas of inquiry on "the ethnography of situations in which people use visual materials (an anthropological approach)" (p. 247). They stressed the importance of recognizing that visual learning is a cultural phenomenon and should be studied with techniques and analyses appropriate to cultural processes. Heinich (1984) in his N.I.E. funded ten year review paper encouraged researchers to engage in more "naturalistic" inquiry. "Through the use of naturalistic inquiry, I am sure we will discover important factors ... that have been ignored too long ..." (p. 84). Heinich also argued that such research should be encouraged in dissertation work and should be more disciplined and more perceptive than experimental studies.

Alternative methodologies would lead the field of educational technology to new questions, and to often ignored areas such as the impact of educational technologies on social relationships and educational institutions. Kerr (1985) suggested that methods drawn from sociology, policy sciences, and anthropology could "shed new light on problems that have traditionally been approached using psychological research methods" (p. 4). Kerr felt that asking new questions in less traditional ways was critical to the future of education.

This growing need for studies that do not appear to fit the traditional experimental paradigm has been recognized. Yet training of researchers continues in the traditional vein. Coursework provides extensive knowledge and experience primarily in experimental research studies (of the traditional, single variable, hypothesis testing variety).

The overall goal of this qualitative research workshop was to balance that training and to prepare students to undertake non-traditional, yet still rigorous research. The specific purposes that supported this goal were as follows:

1. To acquaint students with the realm of noncausal naturalistic inquiry and its relation to hypothesis testing research, in the context of philosophy of science;

2. To enable students to raise noncausal issues in development and evaluation and discuss ways of investigating these issues via nontraditional paradigms;

3. To enable students to analyze ongoing research in education that does not conform to the traditional paradigms;

4. To give students practice in conceptualizing research questions that do not conform to the traditional paradigms and in designing appropriate studies for investigating these questions; and

5. To provide a forum for proposing and discussing additional and alternative types of research that may appear warranted by growing research needs in education.

Workshop topics included:

- Background to Qualitative Research-Why and How it has been taught
- Types of Qualitative Research (among many)-Definition/Examples
  - Case Study
  - Ethnography
  - Grounded Theory/Phenomenology
  - Narrative Inquiry
  - Others (Semiotic, Critical Inquiry)
- Topics for Educational Technology research - Selecting appropriate method
- Data Gathering Techniques
  - Interview
  - Observation
  - Participant-Observation
  - Document Review, Literature analysis
    - -Practice data gathering activity and discussion
- Problems and Concerns
  - Analysis
  - Writing and reporting
  - Validity and Reliability
  - Absence of "Rules" for reporting
- Questions and Discussion

Suggested References:

Abrami, P. C., Cohen, P. A., & D'Appollonia, S. (1988). Implementation problem in meta-analysis. Review of Educational Research, 58,(2), 151-180.

Alger, C. (1991). Kelly and his/her world: Where did we go wrong? Paradigms Regained. Englewood Cliffs, NJ: Educational Technology Publications.

Apple, M., & Jungck, S. (1990). "You don't have to be a teacher to teach this unit": Teaching, technology, and gender in the classroom. AERJ, 27(2), 227-251.

Bangert-Drowns, R. L., Kulik, C. C., Kulik, J. A., & Morgan, M. T. (1991). The instructional effect of feedback in testlike events. RER, 61(2), 213-238.

Belland, J., & Taylor, W. (1991). Kelly's education. Paradigms Regained. Englewood Cliffs, NJ: Educational Technology Publications.

Belland, J., Duncan, J. K., & Beckman, M. (1991). Criticism as methodology for research in educational technology. Paradigms Regained. Englewood Cliffs, NJ: Educational Technology Publications. pp 151-164.

Bogdan, R. C., & Biklen, S. K. (1992). Qualitative research for education: An introduction to theory and methods. Boston: Allyn and Bacon.

Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. Educational Researcher, 19(5), 2-14.

Cruickshank, D. R. (1990). Research that informs teachers and teacher educators. Bloomington, Indiana: Phi Delta Kappa Educational Foundation.

Driscoll, M. P. (1989, July). Alternate views: On nonexperimental inquiry in instructional systems. Educational Technology, 33-34.

Driscoll, M. P. (1991). Paradigms for research in instructional systems. In G. J. Anglin, Eds., Instructional Technology: Past, present, and future. Englewood: Libraries Unlimited, Inc.

Dunn, T. G., & Taylor, C. A. (1990). Hierarchical structures in expert performance. ETR&D, 38(2), 5-18.

Eisner, E. W. (1991). The enlightened eye: Qualitative inquiry and the enhancement of educational practice. New York: Macmillan Publishing Company.

Fetterman, D. (1989). Ethnography. Beverly Hills: Sage Publications.

Fletcher, J. D., Hawley, D. E., & Piele, P. K. (1990). Costs, effects and utility of microcomputer assisted instruction in the classroom. AERJ, 27(4), 783-806.

Gage, N. L. (1989). The paradigm wars and their aftermath: A "historical" sketch of research on teaching since 1989. Teachers college Record, 91(2), 135-149.

Goetz, J. & LeCompte, M. (1984). Ethnography and qualitative design in educational research. San Diego: Academic Press, Inc.

Glaser. B. G., & Strauss, A. L. (1967). The discovery of grounded theory: Strategies for qualitative research. New York: Aldine Publishing Co.

Groisman, A., Shapiro, B., & Wilinsky, J. (1990). The potential of semiotics to inform understanding of events in science education. Paper submitted to the Instructional Journal of Science Education.

Guba, E. & Lincoln, Y. (1981). Effective evaluation: Improving the usefulness of evaluation results through responsive and naturalistic approaches. San Francisco: Jossey-Bass.

Guba, E. & Lincoln, Y. (1982). Epistemological and methodological bases of naturalistic inquiry. Educational Communication and Technology Journal, 30, 233-252.

Heydinger, R. B., & Zentner, R. D. (1983). Multiple scenario analysis: Introducing uncertainty into the planning process. In J. L. Morrison, W. L. Renfro, & W.I. Boucher, Eds., Applying methods and techniques of futures research. San Francisco: Jossey-Bass Inc.

Higgins, N., & Igoe, A. (1989). An analysis of intuitive and model-directed media-selection decisions. ETR&D, 37(4), 55-64.

Howe, K. & Eisenhart, M. (1990). Standards for qualitative (and Quantitative) research: A prolegomenon. Educational Researcher, 19(4), 2-9.

Jacobs, E. (1987). Qualitative research traditions: A review. Review of educational research, 57(1), 1-50.

Knuth, R. A., & Goodrum, D. A. (1991, April). Roundtable: A collaborative process tool to support the negotiation of meaning. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Il.

Lampert, M. (1990). When the problem is not the question and the solution is not the answer: Mathematical knowing and teaching. AERJ, 27(1), 29-64.

Levin, H. M. (1989). Mapping the economics of education: An introductory essay. Educational Researcher, 18(4), 13-16.

Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic inquiry. Beverly Hills CA: Sage.

Majchrzak, A. (1984). The nature of policy research. Ch. 1 in Methods for policy research. Beverly Hills: Sage Publications.

Marshall, C., & Rossman, G. B. (1989). Designing qualitative research. Newbury Park: Sage Publications.

Mathison, S. (1988). Why triangulate? Educational Researcher, 17(2), 13-17.

Merriam, S. B., & Simpson, E. L. (1984). A guide to research for educators and trainers of adults. Malabar, Florida: Robert E. Krieger Publishing Company.

Merriam, S. B. (1988). Case study research in education: A qualitative approach. San Francisco: Jossey-Bass Publishers.

Miller, S. I., & Fredericks, M. (1991). Post-positivistic assumptions and educational research. Educational Researcher, 20(4), 2-8.

Munbe, H. (1986). Metaphor in the thinking of teachers. Journal of Curriculum Studies, 18(2), 197-209.

Rankin, R. O. (1989). The development of an illustration design model. ETR&D, 37(2), 25-46.

Shank, G. (1989, August). Creeping elaborationism vs. news from nowhere: The problem of semiotic methods in a cognitive world. Paper presented at the 97th Annual Meeting of the American Psychological Association, New Orleans, LA.

Sherman, R. R., & Webb, R. B. (1988). Qualitative reserach in education: Focus and methods. London, New York, Philadelphia: The Falmer Press.

Spindler. (1988). Doing Ethnography of schooling. Illinois: Waveland.

Stein, M. K., Baxter, J. A., & Leinhardt, G. (1990). Subject-matter knowledge and elementary instruction. AERJ, 27(4), 639-663.

Strauss, A. L. (1987). Qualitative analysis for social scientists. New York: Cambridge.

Strauss, A. L. & Corbin. Basics of qualitative research. Beverly Hills: Sage Publications.

Wolcott, H. F. (1990). Writing up qualitative research. Newbury Park: Sage Publications.

Yin, R. K. (1989). Case study research, 2nd ed. Beverly Hills: Sage Publications.

QUALITATIVE RESEARCH: DEFINITIONS

Case Study: a research strategy used "when 'how' or 'why' questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context" (Yin, 1989, p. 13).

Ethnography: "the art and science of describing a group or culture" (Fetterman, 1989, p. 11).

Holistic ethnography: used "to describe and analyze all or part of a culture or community by describing the beliefs and practices of the group studied and showing how the various parts contribute to the culture as a unified, consistent whole" (Jacob, 1987, p. 10).

Ethnography of communication: also referred to as "microethnography" and "constitutive ethnography," this strategy focuses "on the patterns of social interaction among members of a cultural group or among members of different cultural groups" (Jacob, 1987, p. 18).

Cognitive anthropology: also called "ethnoscience" and "new ethnography," this method is used to study culture in mentalistic terms. "The approach seeks to understand participants' cultural categories and to identify the organizing principles that underlie these categories" (Jacob, 1987, p. 22).

Grounded Theory: the development of theory "from the bottom up (raather than from the top down), from many disparate pieces of collected evidence that are interconnected" (Bogdan and Biklen, 1992, pp31-32).

Phenomenology: a process of inquiry used to "understand the meaning of events and interactions to ordinary people in particular situations....Phenomenologists believe that multiple ways of interpreting experiences are available to each of us through interacting with others, and that it is the meaning of our experiences that constitutes reality" (Bogdan and Biklen, 1992, p. 34).

Critical Inquiry: a mode of inquiry that "focuses on criticism in the sense of art and literary criticism models within the humanities" (Hlynka and Belland, 1991, p. 6).

Semiotic Approach: an approach to inquiry that transcends objectivist and relativist perspectives by recognizing inquiry into meaning as distinct from inquiry into truth. Thus, "rather than pretending that a theory explains research findings once and for all, educators need to work just as hard on determining how to understand these results in relation to the vast and complex network of codes that underlie and inform the educational and larger culture" (Shank, 1992,. p. 203).

Policy Research: "the process of conducting research on, or analysis of, a fundamental social problem in order to provide policymakers with pragmatic, action-oriented recommendations for alleviating the problem" (Majchrzak, 1984, p. 12).

Participatory Action Research: a research strategy in which "some of the people in the organization or community under study participate actively with the professional researcher throughout the research process from the initial design to the final presentation of results and discussion of their action implications" (Foote Whyte, Greenwood, and Lazes, 1991, p.20).

[Please note that these approaches to qualitative inquiry are not all mutually exclusive.]

A.E.C.T. 1993
Robinson/Driscoll
Qualitative Research Workshop

Readings on Qualitative Research
An Annotated Bibliography

Phyllis Baker
Northern Illinois University

All of the books listed below involve discussions of qualitative research in general and ethnography in particular. The most beneficial aspect of each book is highlighted. Ultimately this information will be utilized to describe and support my intended study and research design.

Smith, M. & Glass, G. (1987). Research and evaluation in education and the social sciences. New Jersey: Prentice-Hall.

This book provides a nice overview of qualitative research. The authors note that "the aim of naturalistic research is to understand the persons involved, their behavior and perceptions, and the influence of the physical, social, and psychological environment or content on them" (Smith & Glass, 1987, p. 257). Included in the review is a differentiation between qualitative and quantitative research.

The most relevant information included in the book is a method to critique qualitative research. The authors note that because of the variety in qualitative studies specific guidelines cannot be assigned. However, certain issues regarding evaluation of qualitative research can be applied.

These issues are:

1. Time spent collecting data - This is a primary control that needs to be assessed. If time is restricted more data needs to be collected from alternate sources.

2. Access to data - The quality of the relationship determines the ability to access data.

3. Naturalness of the data - The ideal study portrays a case as realistically as possible.

4. Researcher self-criticism - The researcher should identify his preconceptions and biases.

5. Logical validity - There should be carefully reasoned connections between the descriptive data if conclusions are drawn.

6. Confirmation - Systematic efforts to check hypotheses with alternatives should be made.

7. Descriptive adequacy - Methods of conducting the study should be adequately and thoroughly described.

8. Significance - The study should address a theoretically important question in a manner which can be answered.

Hutchinson, S. (1988). Education and Grounded Theory. In Sherman, R. & Webb, R. (Eds.). Qualitative research in education: Focus and methods. London: The Falmer Press.

This book consists of a series of essays that address different aspects of qualitative research. Essays include topics related to the historical, philosophical, educational and biographical aspects. However, the article by Hutchinson discusses grounded theory "which is concerned with theory generation, rather than verification, through discovery of what the world appears to be to participants and through an analysis of those perceptions, of the basic social processes and structures that organize the world" (p. 3). Hutchinson (1988) notes that "educators need the freedom offered by grounded theory to intelligently and imaginatively explore the social psychological consequences of school life" (p. 127).

The essays describe the method for conducting this research. The researcher collects, codes and analyzes data at the same time. The importance and manner of coding the data is identified. It is essential to understand the nature of data collection in order that emerging concepts can be identified and clarified.

This would be an essential essay to review when establishing the research design. "Rich and complex data can be analyzed systematically, yielding a final product that is theoretically sound and can be put to practical use" (p. 138).

Eisner, E. (1991). The enlightened eye, qualitative inquiry and the enhancement of educational practice. New York: Macmillan Publishing Co.

This is an excellent book which has as its emphasis the relationship between qualitative thought and human understanding. The author thoroughly analyzes qualitative inquiry within the context of the educational setting. "If qualitative inquiry in education is about anything, it is about trying to understand what teachers and children do in the settings in which they work" (p. 11).

It would be difficult to identify an aspect of this text which would prove most relevant. The text addresses all aspects of qualitative research in a meaningful way. It could easily serve as a textbook on qualitative inquiry.

The last chapter identifies problems often faced by doctoral students utilizing this method for their dissertations. The author supports qualitative research for dissertations which investigate educational practice.

> The creation of new visions of educational inquiry can not only broaden the ways in which we study schooling, but even more important, can expand our conception of human cognition and help us develop new forms of pedagogical practice.

Sudman, I. (1991). Interviewing as qualitative research. New York: Teachers College, Columbia University.

This is an essential reference book for anyone considering interviewing as a means of data collection. The purpose of using interviews is described along with establishment and correct selection of participants.

A successful interview is not easily conducted. Therefore, the chapter on techniques is extremely beneficial. The author acknowledges that interviewing skills can be learned and

developed. The concepts of listening skills, timing, clarifying and appropriate types of questioning are all discussed.

The author's purpose is to define the essential elements of an interview in order that the strength of this technique can be achieved. "In-depth interviewing's strength is that through it we can come to understand the detail of people's experience from their point of view" (p. 103).

Bogdan, R. & Biklen, S. (1992). Qualitative research for education. Boston: Allyn & Bacon.

This book serves as an introduction to qualitative research. It covers the historical evolution of this type of research and proceeds to address various kinds of qualitative research. One of the nicest aspects of this book is the author's use of examples to illustrate data analysis.

The chapter on writing up the research is very helpful. It addresses the problem of how to begin through getting started and actually completing the written manuscript. This would be especially helpful when attempting to write either a dissertation or research for publication.

Goetz, J. & LeCompte, M. (1984). Ethnography and qualitative design in educational research. San Diego: Academic Press, Inc.

This book deals strictly with ethnographic research in the educational setting. It begins with a detailed description of educational ethnography. The authors note that "the purpose of educational ethnography is to provide rich, descriptive data about the contexts, activities and beliefs of participants in educational settings" (p. 17).

The chapter which addresses the assessment of the research design is very helpful. A discussion of quality control, credibility, reliability, validity and evaluation of the design is included in this chapter. It would prove very useful in the development of the research design.

Eisner, E. & Peshkin, A. (1990). Qualitative inquiry in education. The continuing debate. New York: Teachers College Columbia University.

This book includes a series of essays that address the relevance of qualitative research in education. Most of the articles are centered around the topics of generalizability and validity, since these are aspects of qualitative research which are often subject to criticism.

However, the series of articles concerning ethical issues in qualitative research is of utmost importance. This is an area that is often not covered comprehensively in a standard textbook. The novice researcher, especially, needs to be aware of all of the ethical considerations which must be addressed. "... there is a multifaceted, overlapping complex of potential ethical issues in every dimension of their work that they need to become sensitive to if they are to be true to their commitment to a human science" (p. 296). It is essential to read these articles before initiating a research project.

Strauss, A. (1987). Qualitative analysis for social scientists. New York: Cambridge University Press.

This book deals primarily with the analysis of qualitative data. The one area that is covered more specifically in this book is the use of integrative diagrams as a means of making data come together. This proves useful as a method of sequencing data in order to analyze it fully.

The other interesting area of this book is the chapter of questions and answers. This chapter alone proves valuable to a neophyte researcher because it poses many questions that automatically come to mind.

Spradley, J. & McCurdy, D. (1972). The cultural experience, ethnography in a complex society. Chicago: Science Research Associates.

This book addresses the concept of ethnography. The explanations of ethnographic research are unique. The authors first explain the ideas of cultural meaning, experience and description. These chapters are easily understood.

However, the most relevant part of this book is the series of ethnographic case studies. These provide the reader with an understanding of the procedures for conducting ethnographic research.

In summary, the preceding bibliography covers the entire realm of qualitative research. Everything from the historical evolution to the present day criticisms has been addressed. It would be beneficial for anyone beginning a qualitative research project to review the books highlighting the aspects specific to the chosen research design.